**State, ACT, and Common Core Standards Alignment**

Standards to Use for Common Benchmark Assessment Development

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
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| English  The student will use standard English conventions and proper spelling as appropriate to speaking and writing | read and discuss the work of  favorite writers  ■ regularly write informal  responses to literature (fiction  and nonfiction) in their journals  ■ identify sentences that convey  the main ideas in a variety of  texts and then practice  composing such sentences | Demonstrate command of the conventions of  standard English grammar and usage when  writing or speaking.  a. Print all upper- and lowercase letters.  b. Use common, proper, and possessive nouns.  c. Use singular and plural nouns with matching  verbs in basic sentences (e.g., *He hops*; *We*  *hop*).  d. Use personal, possessive, and indefinite  pronouns (e.g., *I, me, my; they, them, their;*  *anyone, everything*). |
| Reading  The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, and evaluation. | ■ write, exchange, and answer a series of  questions that examine significant details  presented in a text  ■ locate and discuss details presented in a  text (e.g., who, what, where**1–12**  **13–15** | Ask and answer such questions as *who*, *what*,  *where*, *when*, *why*, and *how* to demonstrate  understanding of key details in a text |
| Writing  The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences | Show a little understanding of  the persuasive purpose of the  task but neglect to take or to  maintain a position on the issue  in the prompt  ■ Show limited recognition of the  complexity of the issue in the  prompt | Write opinion pieces in which they introduce the  topic or book they are writing about, state an  opinion, supply reasons that support the opinion,  use linking words (e.g., *because*, *and*, *also*) to  connect opinion and reasons, and provide a concluding statement or section. |
| Math  The student will develop number and operation sense needed to represent numbers and number relationships verbally,symbolically, and graphically to compute fluently and make reasonable estimates in problem solving. | practice and apply estimation and  computation using whole numbers  and decimals  ■ choose the appropriate method of  computation to solve multistep  problems (e.g., calculator, mental,  or pencil and paper)  ■ practice selecting appropriate  units of measure (e.g., inches or  feet, hours or minutes, centimeters  or meters) and converting between  units  ■ model and connect physical,  verbal, and symbolic representations  of money | None Listed to correlate or correspond |
| Science  The student will investigate the structure and function of plant and animal cells. | Select a single piece of data  (numerical or nonnumerical)  from a simple data presentation  (e.g., a table or graph with two  or three variables; a food web  diagram)  ■ Identify basic features of a  table, graph, or diagram  (e.g., headings, units of  measurement, axis labels) | With some guidance and support from peers and  adults, develop and strengthen writing as needed  by planning, revising, editing, rewriting, or trying a  new approach, focusing on how well purpose and  audience have been addressed  Use technology, including the Internet, to produce  and publish writing and present the relationships  between information and ideas clearly and  efficiently. |
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